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Background Paper 10

**COMPETENCY-BASED EDUCATION AND
LIFELONG LEARNING**

Donald Glendenning and
Wayne Mason

Skill Development Leave Task Force

**Background
Paper**

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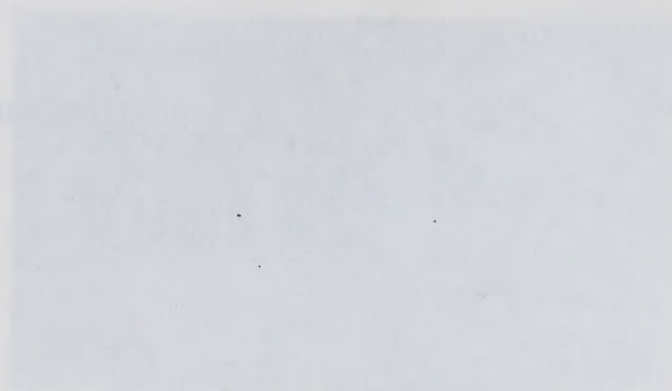
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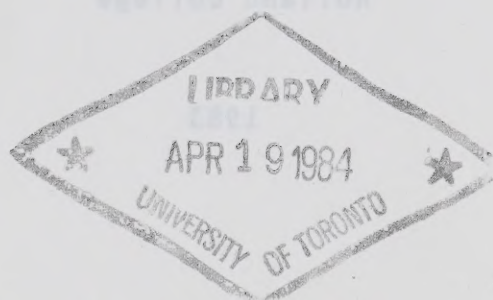
Holland College

1983

This is one in a series of background papers prepared for the Task Force on Skill Development Leave. The opinions expressed are those of the author(s) and do not necessarily reflect the views of the Task Force or the Department of Employment and Immigration.



Walter College



This is one of a series of background papers
prepared for the Task Force on 2011
Development Level. The authors suggested the
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reflect the views of the Task Force or the
Department of Employment and Immigration.

INTRODUCTION

The intent of policies and programs is allow employed people to take leave from their employer, while receiving substantial financial support, will make increased educational institutions for a wide variety of programs and services. In addition, it will allow and allow institutions to review their approach to the delivery of the desired educational service.

As intended, the response is called for in the policy. Educational institutions, competency-based education holds promise. The following page describes in more detail the model for institutions.

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INTRODUCTION

The advent of policies and programs to allow employed people to take leave from their employer, while receiving substantial financial support, will mean increased demand on educational institutions for a wide variety of programs and services. In addition, it will cause and allow institutions to review their approach to the delivery of the desired educational service.

An innovative response is called for on the part of educational institutions and competency-based education holds promise.

The following pages describe in more detail one model for institutional response.

BACKGROUND

It is a fact that structural changes in our economy and technology have rendered many traditional jobs virtually non-existent. This new wave necessitates the rethinking of institutional responses to human resource development. Fewer youth to train, institutional rigidities, and the rise in the average age of workers give rise to concern.

At the same time new employment opportunities emerge requiring skills, knowledge, and work patterns far different from those disappearing. Even in the midst of high unemployment, for example, jobs go begging in communications, electronics, and information processing. Canada cannot afford to let this continue.

In addition to occupational retraining programs for those who have been thrust into unemployment, there is a moral, social, and economic obligation to design and implement flexible educational leave programs which will provide the opportunity for growth and enrichment in occupational competencies for those who continue to be actively employed. It is essential that such programs respond to the needs of management as well as labor.

Prior to investing valuable time and scarce dollars in paid educational leave, it is essential to address the ability of institutions to respond to a pent-up but continuing need. Existing models may need revision or replacement.

The ability of educators to project the future direction of education is somewhat like recalling the past, in that the further away from the present one goes the less accurate one is liable to be. However, identifying what are perceived to be contemporary educational practices and providing for future modifications, must become the major object of attention for educators. There is a major difference between letting change happen and directing the changes we want to bring about.

At a time when there is a great deal of competition for the dollars that feed budgets, critics are demanding stronger proof of efficiency and accountability. There is mounting evidence that present day demands have outgrown traditional practices to the point where leading educators recognize it is no longer financially feasible nor practical to maintain in its present form. Only those institutions that are determined to break with tradition and implement alternatives which will meet

contemporary educational demands, will succeed in reducing the wave of frustration that is presently felt by adult learners.

Someone once estimated that, at the rate at which knowledge is growing, by the time the child born today graduates from college, the amount of knowledge in the world will be four times as great. By the time that same child is 50 years old, it will be 32 times as great, and 97 percent of everything known in the world will have been learned since the time he was born.

DISTANT LEARNING

Distant learning should not be confused with traditional correspondence courses. Distant learning is more interactive with careful consideration given to the most efficient use of print, mechanical devices, and electronic mediums. Distant learning is designed to assist in self-learning and is accessible for individual study without the support of a resource person present full time. Resources may include a guide to the study of set or alternatively suggested activities, with the emphasis on meeting learner needs.

While distant learning lends itself to individual learning needs, it can easily accommodate groups of learners, and often with great financial advantage because distant learning can be - and often is - a form of mass communication.

In the cognitive domain, which concerns the acquisition of intellectual knowledge, it is well known that the effectiveness of distant learning is at least as effective as any other form of learning. For those psycho-motor objectives that do not lend themselves to total distant learning, competency can be achieved through careful planning and coordination of formal laboratory work and actual job or work-simulated projects.

Due to the nature of the interaction through distant learning, there is a theoretical shortfall in relation to study objectives in the affective domain. However, upon close examination of the clientele to which distance education has appeal, it is discovered that there is an inherent social compensation for this shortfall. It is common knowledge that the age group 25 to 35 appears to be the largest, which would mean the average distant learner is an adult with several social responsibilities and commitments in their normal social life. These would be reflected daily in the interrelationship with family, jobs, and the company they keep. In planning distant learning, it is, therefore, justifiable to limit the planned socialization efforts to those that reflect academic life, study, research, and professional socialization. Distant learning by virtue of its characteristics could become part of a lifelong learning process.

The term "lifelong learning" has many connotations, however, in general terms it is recognized that lifelong learning aspires to promote the self-fulfillment of individual contemporary needs that are generated by a changing environment. The lifelong learning process must employ a systematic and efficient means by which individuals can meet established objectives which may involve the acquisition of new skills and new knowledge, or simply update or renew present skills.

It is necessary to distinguish between learning which is more or less spontaneous, and without explicit goals, and learning which is accompanied by a deliberate intent to learn, in which there is an awareness that learning is occurring and systematic attempts to facilitate it that apply systems of education. If such learning was to become lifelong, there would be the emergence of education based upon the principle of lifelong education - systems of lifelong education.

Many of the most important learning influences are not necessarily found in the formal school setting, but rather are part of experiences individuals acquire during the course of their lives. It is important for individuals to take a personal inventory of their educational skills and accept greater responsibility for identifying their personal growth objectives. It is most likely that those educational skills which are identified as part of the growth objectives, will not fit conventional learning systems.

There is mounting evidence from research to suggest that learners and workers of the future will be required to accept greater responsibility for the management of their own learning, and one important key to successfully accepting greater responsibility for one's own learning, is one's ability to recognize and develop a self-directed learning style. A self-directed learner is one who takes charge, accepts responsibility, applies problem solving techniques, and maintains a clear objective. Awareness of one's preferred style of learning has obvious advantages in both an academic and non-academic learning environment.

Cognitive Mapping attempts to give a logical approach in understanding individual differences. By mapping each learner, the learner (and the learning manager) obtains a profile of the learners preferred learning style. The learner and the learning manager can then jointly select the most effective materials and setting for that learner. The value

of Cognitive Mapping transcends formal learning settings of the past to promote effective lifelong individual learning habits.

In the past, the measure of quality instruction that generally prevailed consisted of selective admission policies, harsh grading systems, and a large number of prerequisites for courses. Today, instructors must become effective managers of a learning environment. One vital instrument that will greatly assist learning managers to identify preferred learning styles of individuals is Cognitive Mapping, as developed by Joseph Hill, President of Oakland Community College. The Hill Model accepts the premise that no two learners seek meaning in exactly the same manner, and that 90 percent of the learners with normal ability can learn 90 percent of their objectives 90 percent of the time if the teaching method and media are adjusted to the students educational cognitive style.

To be effective, competency-based lifelong learning will require links between educational institutions which already exist but are not usually seen as being linked to each other. Institutions such as hospitals, banks, libraries, factories, and the like. Capitalizing on the educational potential of non-school activities will be absolutely necessary because the duplication of resources in educational institutions will be too high for society to bear.

For many educators, there will become an obvious tension between maintaining a system which is functioning relatively smoothly, and making changes which may cause all kinds of problems. If paid educational leave is going to be successful, the educational community will need to develop a method to communicate information within cooperating institutions and this will require coordination.

At present, information is scarce about how to organize a system of education encompassing both formal and informal institutions, or how to coordinate institutionalized forms of education with non-formal education. The most effective solution obviously will be to make exchanges among the personnel of different kinds of institutions.

Skills acquired must be subject to an evaluation system which will measure results in terms of stated objectives. It is important the measure begin where the individual is at, and end when the individual has achieved his objective. It is most helpful if the system of

measure is applied as the competency is performed. With the above, it is possible for the individual to establish and maintain a personal competency portfolio which will have the capacity to grow with the individual through his lifelong learning career. An evaluation system incorporating the above is used, and can be viewed, at Holland College.

Criteria for identifying individual needs have been outlined, however, it is necessary to supplement individual competencies with organizational perceptions. These can be acquired through systems analyses, performance analyses and internal documents such as job descriptions, safety reports, productivity records, supervisors' reports, personnel appraisals and cost/effectiveness studies. Social perceptions primarily involve a review and interpretation process of related professional and technical journals, research reports, periodicals and other available resources.

COMPETENCY-BASED LEARNING

Studies have been conducted to determine which educational delivery system best meets contemporary demands. One alternative that always surfaces with promising potential is competency-based education.

A very important positive aspect of competency-based education, is that competency-based education has the ability to provide both vertical and horizontal mobility. Vertical mobility is possible because a record of individual learner achievement can be maintained and transferred from one level of education to another. Horizontal mobility is possible because objectives that the learner has completed are recorded, eliminating the requirement to repeat instruction when transferring to another program. Learners may also receive recognition for competencies developed outside the school setting. All the above points are very important because each is directed to accommodate the learner rather than the "system".

Learning is a relatively permanent change in behavior which occurs as a result of experience or practice. Basically, competency-based learning utilizes behavioral objectives to expedite and direct learning. One unique element of writing behavior objectives that relate to competency-based education is that they must be capable of being evaluated in terms of observable performance. Well written behavior objectives must:

- Spell out what the conditions are under which the learner will perform.
- Spell out what specific act or performance will be accepted as evidence that the learner has achieved the desired goals.
- Spell out the minimum standard expected of the learner.

There are many elements to competency-based learning. Institutions which are striving for quality programs must feel free to add elements that may or may not be consistent with other institutions. Competency-based programs are unique to the institution which they serve and are respected for just that reason. The only approach in determining the effectiveness of competency-based education is to examine each program in terms of its outcomes.

For the purpose of this paper, a number of elements of a competency-based learning program will be described briefly.

Identified Competencies:

A listing of competencies is a necessary part of a competency-based program and may be considered the "curriculum" in a more traditional system. Competencies are the individual elements used in the planning, monitoring, and implementing of an educational program and become a basic document for the learner.

A listing of competencies may be developed in a variety of ways depending upon the purpose and available resources. One of the most common approaches to identifying competencies for career development is the DACUM Analysis.

A DACUM Analysis is developed by a committee of people from the occupational field led by a trained co-ordinator. Through a modified brain storming session, competencies are identified for each of a number of major sub-groups within the field.

Competency Framework

Experience shows that individual competencies must be put into a context or framework in order to provide perspective for the individual learner. Often this is in the form of a listing of competencies and some clearinghouses carry a computerized bank which can be recalled as needed in a variety of categories.

The most widely used format in Canada today, however, is a chart form from which the learner can see the individual skill (or cluster of skills) in its broader perspective. Again, in the case of the DACUM Analysis, the individual competency can be related to a cluster or to an entire occupation. Appendix 1 shows a portion of a DACUM Chart showing individual competencies and the approach to clustering.

Occupational Profile

An occupational profile is simply an identification of competencies to be learned and is drawn from a greater list of available competencies in an occupational field. In the case of the DACUM Analysis, the profile consists of a selection of competencies within the field selected on the basis of an identified job or job classification.

Personal Profile

A personal competency profile is an identification of the competencies that a person has and includes a measure of the level at which those competencies have been or can be demonstrated. The difference in level or scope between the competencies in the competency profile and those in the personal profile constitute the "content" to be learned.

Rating Scale

A rating scale is required that indicates the level of achievement on a competency. At Holland College, in P.E.I., the following have been identified as criteria against which to measure performance:

- Quality of work addresses the question of craftsmanship.
- Quantity of work is an attempt to measure the volume of work or speed with which the skill is performed.
- Degree of supervision is an indicator of the extent to which the person can perform the skill or can demonstrate the competency without assistance of others.
- Ability to lead is a measure of the learner's ability to help others acquire the same skill.

These have been woven together into the following rating scale which stands discrete from, but interrelated to, individual competency or a cluster of competencies.

4	C	CAN PERFORM THIS SKILL WITHOUT SUPERVISION OR ASSISTANCE AND CAN LEAD OTHERS IN PERFORMING IT.
	B	CAN PERFORM THIS SKILL WITHOUT SUPERVISION OR ASSISTANCE WITH INITIATIVE AND ADAPTABILITY TO SPECIAL PROBLEM SITUATIONS.
	A	CAN PERFORM THIS SKILL WITHOUT SUPERVISION OR ASSISTANCE WITH PROFICIENCY IN SPEED AND QUALITY.
3		CAN PERFORM THIS SKILL SATISFACTORILY <u>WITHOUT</u> ASSISTANCE AND/OR SUPERVISION.
2		CAN PERFORM THIS SKILL SATISFACTORILY BUT REQUIRES <u>PERIODIC</u> SUPERVISION AND/OR ASSISTANCE.
1		CAN PERFORM SOME PARTS OF THE SKILL SATISFACTORILY, BUT REQUIRES INSTRUCTION AND SUPERVISION TO PERFORM THE ENTIRE SKILL.

The change in pattern at the 4 level on the above scale is intended to convey the belief that the ratings are not necessarily sequential beyond the level of a 3 which is considered a benchmark rating.

Learning Plan

A learning plan is a short term plan of action to meet selected objectives. Learning plans vary considerably in format, and degree of detail, and formality from a simple verbal agreement to a formal written learning contract.

Instructional Resources

Instructional resources, in this context, refers to any and all audio and/or visual materials at the disposal of a learner as well as human resources intended to support cognitive, affective, or psycho-motor development. Human resources include both the specialist teacher (i.e. math, accounting, etc.), and the specialist in other support areas such as testing, counselling, and human relations.

Learning Manager

Some learners can manage their own learning while others need assistance. The person who provides general assistance and help in the establishment of goals and objectives, development of learning plans, identification of appropriate resources, assessment of programs, and the integration of learning experiences into a meaningful gestalt is called a learning manager. The extent to which a manager is needed depends, to a great extent, on the previous educational experience of the learner and his new educational objectives.

All of the above must be integrated in such a way as to support the learning process. The next section of the paper, therefore, deals with a learning model for lifelong competency-based education.

A COMPETENCY-BASED LEARNING MODEL

Earlier pages identified some guidelines and components of lifelong, self-directed, and competency-based education. This section attempts to deal with a learning model which encompasses the various elements into an integrated, yet simple, approach to learning. It takes cognizance in particular of:

- previous learning experience
- responsibility of learner for own learning
- vast instructional resources inside and outside educational institutions
- individual needs
- individual resources, time, commitment, and time frames
- frequent reinforcement
- continuing record of learning activities

The major elements of the learning model described in the following pages are:

Planning

For the purpose of this document, planning is limited to the initial phases of the learning process after the initial decision to "learn" has been made. The writers recognize that, prior to this decision, certain planning for and of one's learning will also have occurred.

The planning phase ends with the development of a learning plan. In order to develop such a plan, it is obvious that the learner must have goals and objectives, and an identification of the "content" between what he can now do and what he wants to be able to do at the completion of the learning period. It should include a self-assessment of the "gap" and may include a confirmation by another person.

Learning Activities

With plan in hand, the learner sets out to learn through discussion, observation, listening, doing, reading, interacting, or whatever other

action assists in the learning process. Some of the activities can best be learned alone, others require group settings, while others may be dealt with equally effectively and efficiently in either mode.

Assessment

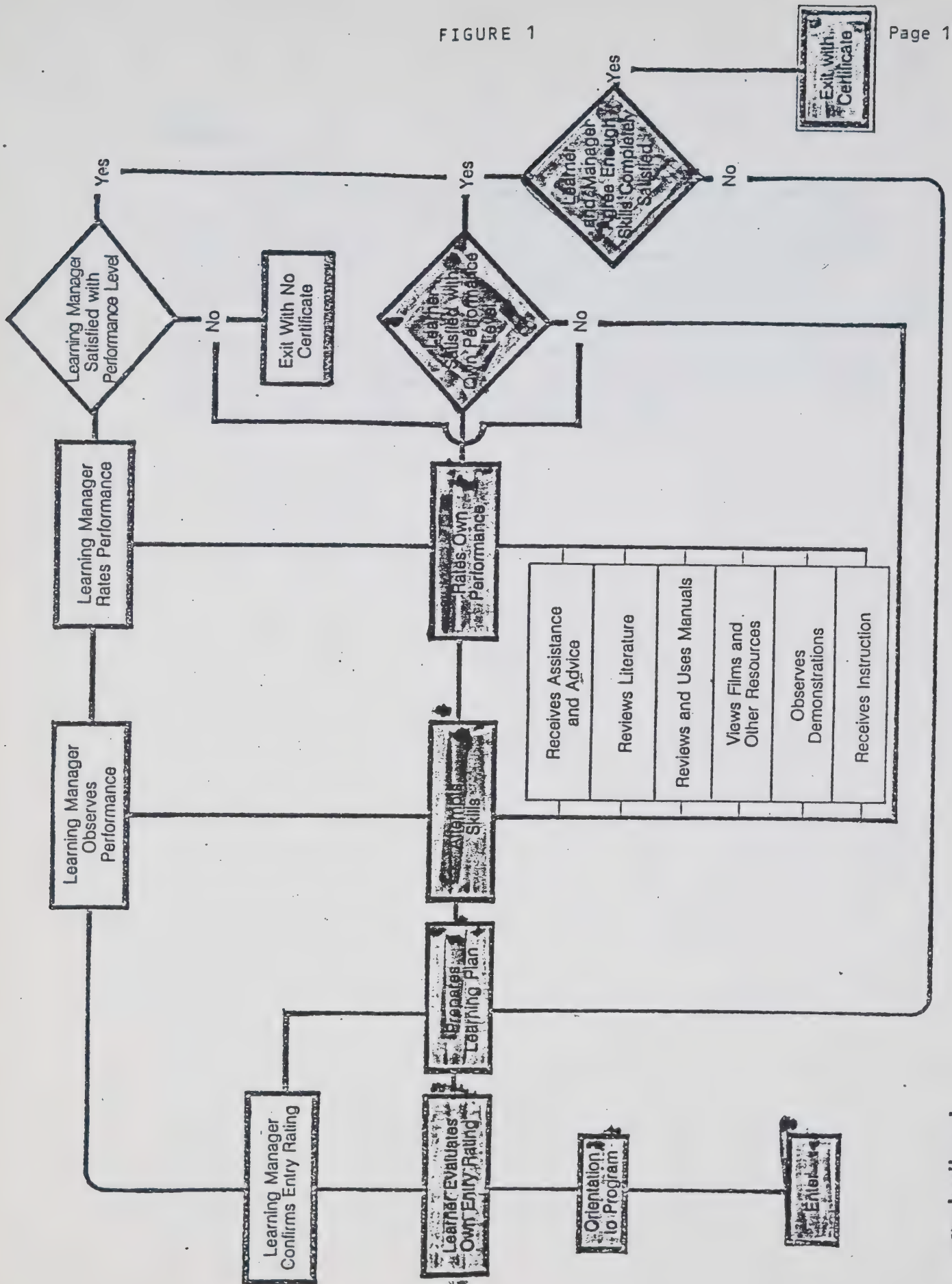
Assessment is a formal step and for the purposes of this paper, involves the use of another person. It may be considered the evaluation of a competency by another party to establish or confirm levels of achievement. It might include the evaluation of demonstrated performance and may include assessment of other supporting achievement in knowledge base and/or the affective domain.

Certification

Certification usually follows assessment and is frequently for the use of a third party which is usually an employer.

An examination of the learning model (Figure 1) shows both entry and exit points together with the variety of activities in between.

FIGURE 1



LEARNING MODEL

SUMMARY

It is now a fact that lifelong learning has become a reality. Competency-based education has proven itself able to meet contemporary demands of efficiency and accountability. Educators and institutions that have potential to meet the demands of individuals and their learning styles of the 21st century are emerging and have been identified. Government should capitalize on the experience of these educators and utilize them as a resource to meet the needs of establishing a viable response to the progress of paid educational leave.

APPENDIX 1

RECEPTIONIST/CLERK-TYPIST

EXECUTIVE & ADMINISTRATIVE SUPPORT

Name _____

4	CAN PERFORM THIS SKILL SATISFACTORILY AND CAN LEARN IT WHEN IN PERFORMING IT.
	CAN PERFORM THIS SKILL WITH INITIATIVE AND ADAPTABILITY TO SPECIAL PROBLEM SITUATIONS.
	CAN PERFORM THIS SKILL SATISFACTORILY WITH MORE THAN ACCEPTABLE SPEED AND QUALITY.
	CAN PERFORM THIS SKILL SATISFACTORILY WITHOUT ASSISTANCE AND/OR SUPERVISION.
3	CAN PERFORM THIS SKILL SATISFACTORILY BUT REQUIRES PERIODIC ASSISTANCE AND/OR SUPERVISION.
2	CAN PERFORM SOME PARTS OF THIS SKILL SATISFACTORILY BUT REQUIRES ASSISTANCE AND/OR SUPERVISION TO PERFORM THE ENTIRE SKILL.
1	

Ratings on the chart are based on industrial performance standards. They are confirmed by an instructor (a skilled and experienced person from this occupation) who views and evaluates performance as he would in the role of an employer or supervisor.

Instructor _____

Date _____

A letter of reference attesting to the individual's attendance, punctuality, and work habits, is available from the Registrar's office.

Developed by Holland College in cooperation with business and industry

Prince Edward Island, February, 1980

Holland College, 1980



COMMUNICATE EFFECTIVELY & DEVELOP PERSONAL COMPETENCE	PROJECT IMAGE OF ROLE THROUGH DRESS, GROOMING, POISE & HYGIENE	DEVELOP SPEAKING SKILLS	DEVELOP LISTENING SKILLS	PREPARE & PARTICIPATE IN INTERVIEWS	EVALUATE PERSONAL NEEDS IN RELATION TO JOB OPPORTUNITIES	ORIENT SELF TO WORKING ENVIRONMENT	INTERPRET & FOLLOW INSTRUCTIONS
ORGANIZE & PREPARE WRITTEN COMMUNICATION	SPELL	PUNCTUATE	CONFIRM SPELLING, MEANING & USAGE BY USING DICTIONARY & OTHER SOURCES	USE THESAURUS TO SELECT SYNONYMS & ANTONYMS	EDIT FOR SPELLING, PUNCTUATION, GRAMMATICAL ACCURACY OF FACTS & FORMAT	EDIT FOR GRAMMATICAL STRUCTURE & MEANING	COMPOSE TELECOMMUNICATIONS
TYPE & TRANSCRIBE	TYPE FROM STRAIGHT COPY	CORRECT TYPED WRITTEN ERRORS	PREPARE CARBON COPIES	TYPE ADDRESSES & PREPARE ENVELOPES & CONTENTS	TYPE VARIOUS STYLES OF LETTERS	TYPE FROM PROOFREAD COPY	TYPE ON FORMS
OPERATE BUSINESS MACHINES	SELECT & INSTALL RIBBONS AND/OR ELEMENTS & MAINTAIN TYPEWRITERS	OPERATE PHOTOSTATIC COPIERS	OPERATE CHEQUE WRITERS	OPERATE LAMINATING EQUIPMENT	OPERATE COLLATING & BINDING EQUIPMENT	OPERATE ADDING MACHINES	OPERATE CALCULATORS
	OPERATE COMPUTER INPUT TERMINALS	OPERATE MINI COMPUTERS					
ORGANIZE & MAINTAIN CORRESPONDENCE & FILES	SORT & DISTRIBUTE INCOMING MAIL	OPEN, DATE & INTERPRET ON TEXT OF MAIL & DIRECT TO APPROPRIATE PERSON	ATTACH RELATED MATERIALS TO INCOMING CORRESPONDENCE	CLASSIFY INCOMING MAIL IN ORDER OF IMPORTANCE	ORGANIZE & MAINTAIN CORRESPONDENCE RECORD	DETERMINE CLASS OF MAIL & POSTAGE OF MAIL	SELECT SERVICES COMPLETE FORMS & ARRANGE FOR EXPRESS MAILING
PERFORM BASIC BOOKKEEPING FUNCTIONS	MAINTAIN TIME RECORD SYSTEM	MAINTAIN RECORDS OF CASH RECEIPTS	MAKE BUSINESS DEPOSITS	MAINTAIN RECORDS OF CASH DISBURSEMENTS	PREPARE PAYROLLS	REMIT PAYROLL DEDUCTIONS	PREPARE BUSINESS CHEQUES
ORGANIZE & MAINTAIN OFFICE ENVIRONMENT	ORGANIZE OWN WORK AREA & SCHEDULES	MAINTAIN EXECUTIVE OFFICE ENVIRONMENT	ORGANIZE EXECUTIVE'S OFFICE FOR DAY'S WORK	MAINTAIN MANUALS	ORDER & ORGANIZE SUPPLIES	TAKE & MAINTAIN INVENTORY	ORGANIZE, MAINTAIN & CONTROL PETTY CASH FUND
ASSIST IN MANAGING EXECUTIVE'S WORK	DETERMINE LIMITS OF AUTHORITY	INTRODUCE NEW CONTACTS TO EXECUTIVE & TO EACH OTHER	LOCATE CONTACTS & PLACE CALLS FOR EXECUTIVE	PREPARE EXECUTIVE'S SCHEDULE & RE-SOURCES & DISCUSS DAY'S ACTIVITIES	EVALUATE REQUESTS FOR EXECUTIVE'S TIME & TAKE ACTION	ARRANGE APPOINTMENTS	ARRANGE FACILITIES & MATERIALS FOR MEETINGS
SUPERVISE & DEVELOP STAFF	ASSIGN & DISTRIBUTE WORK TO STAFF	MONITOR TELEPHONE USAGE	CONDUCT ORIENTATION PROGRAMS	DESCRIBE JOB, FUTURE & POTENTIAL GROWTH TO APPLICANTS	SELECT AND/OR RECOMMEND PROSPECTIVE EMPLOYEES	INTERPRET ABILITY INTEREST & SET OBJECTIVES	CONDUCT PERFORMANCE EVALUATION INTERVIEWS
CO-ORDINATE, RESEARCH, & DEVELOP EXECUTIVE PRESENTATIONS	INVESTIGATE SOURCES & SELECT & COLLECT APPROPRIATE INFORMATION	COLLECT & SUMMARIZE INTERNAL STATISTICAL INFORMATION	DEVELOP & MAINTAIN HANDBOOK OF FREQUENTLY USED SOURCES	SCHEDULE & PREPARE FOR PRESENTATION	CO-ORDINATE, DEVELOP & ASSEMBLE REPORTS FROM A NUMBER OF SOURCES	EVALUATE & SELECT APPROPRIATE MATERIALS FOR PRESENTATION	PREPARE VISUAL AIDS FOR PRESENTATION

BOOKKEEPER/TYPIST

EXECUTIVE & ADMINISTRATIVE SUPPORT

Name _____

4	<p>CAN PERFORM THIS SKILL SATISFACTORILY AND CAN LEAD OTHERS IN PERFORMING IT.</p> <p>CAN PERFORM THIS SKILL WITH INITIATIVE AND ADAPTABILITY TO SPECIAL PROBLEM SITUATIONS.</p>
3	<p>CAN PERFORM THIS SKILL SATISFACTORILY AND CAN ACCEPTABLE SPEED AND QUALITY.</p> <p>CAN PERFORM THIS SKILL SATISFACTORILY WITHOUT ASSISTANCE AND/OR SUPERVISION.</p>
2	<p>CAN PERFORM THIS SKILL SATISFACTORILY BUT REQUIRES PERIODIC ASSISTANCE AND/OR SUPERVISION.</p>
1	<p>CAN PERFORM SOME PARTS OF THIS SKILL SATISFACTORILY BUT REQUIRES ASSISTANCE TO PERFORM THE ENTIRE SKILL.</p>

Ratings on the chart are based on industrial performance standards. They are confirmed by an instructor (a skilled and experienced person from the occupation) who views and evaluates performance as he would in the role of an employer or supervisor.

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ORGANIZE & WRITE COMMUNICATION	SPELL	PUNCTUATE	CONFIRM SPELLING, MEANING & USAGE BY USING DICTIONARY & OTHER SOURCES	USE THESAURUS TO SELECT SYNONYMS & ANTONYMS	EDIT FOR SPELLING, PUNCTUATION, ACCURACY OF FACTS & FORMAT	EDIT FOR GRAMMATICAL STRUCTURE & MEANING	COMPOSE TELECOMMUNICATIONS
TYPE & TRANSCRIBE	TYPE FROM STRAIGHT COPY	CORRECT TYPEWRITTEN ERRORS	PREPARE CARBON COPIES	TYPE ADDRESSES & PREPARE ENVELOPES & CONTENTS	TYPE VARIOUS STYLES OF LETTERS	TYPE FROM PROOFREAD COPY	TYPE ON FORMS
OPERATE BUSINESS MACHINES	SELECT & INSTALL RIBBONS AND/OR ELEMENTS AND MAIN TYPEWRITERS	OPERATE PHOTOSTATIC COPIERS	OPERATE CHECKRE WRITERS	OPERATE EXAMINATING EQUIPMENT	OPERATE COLLATING & BINDING EQUIPMENT	OPERATE ADDING MACHINES	OPERATE CALCULATORS
OPERATE BUSINESS MACHINES	OPERATE COMPUTER INPUT TERMINALS	OPERATE MINI COMPUTERS					
ORGANIZE & MAINTAIN CORRESPONDENCE & FILES	SORT & DISTRIBUTE INCOMING MAIL	OPEN DATE & INTERPRET CONTENT OF MAIL DIRECT TO APPROPRIATE PERSON	ATTACH RELATED MATERIALS TO INCOMING CORRESPONDENCE	CLASSIFY INCOMING MAIL IN ORDER OF IMPORTANCE	ORGANIZE & MAINTAIN CORRESPONDENCE RECORD	DETERMINE CLASS & POSTAGE OF MAIL	SELECT SERVICES COMPLETE FORMS & ARRANGE FOR EXPRESS MAILING
PERFORM BASIC BOOKKEEPING FUNCTIONS	MAINTAIN TIME RECORD SYSTEM	MAINTAIN RECORDS OF CASH RECEIPTS	MAKE BUSINESS DEPOSITS	MAINTAIN RECORDS OF CASH DISBURSEMENTS	PREPARE PAYROLLS	REMIT PAYROLL DEDUCTIONS	PREPARE BUSINESS CHECKS
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ASSIST IN MANAGING EXECUTIVE'S WORK	DETERMINE LIMITS OF AUTHORITY	INTRODUCE NEW CONTACTS TO EXECUTIVE & TO EACH OTHER	LOCATE CONTACTS & PLACE CALLS FOR EXECUTIVE	PREPARE EXECUTIVE'S SCHEDULE & DISCUSS DAY'S ACTIVITIES	EVALUATE REQUESTS FOR EXECUTIVE'S TIME & TAKE ACTION	ARRANGE APPOINTMENTS	ARRANGE FACILITIES & MATERIALS FOR MEETINGS
SUPERVISE & DEVELOP STAFF	ASSIGN & DISTRIBUTE WORK TO STAFF	MONITOR TELEPHONE USAGE	CONDUCT ORIENTATION PROGRAMS	DESCRIBE JOB, FUTURE & POTENTIAL GROWTH TO APPLICANTS	SELECT AND/OR RECOMMEND PROSPECTIVE EMPLOYEES	INTERPRET ABILITY, INTEREST & SET OBJECTIVES	CONDUCT PERFORMANCE EVALUATION INTERVIEWS
CO-ORDINATE, RESEARCH, & DEVELOP EXECUTIVE PRESENTATIONS	INVESTIGATE SOURCES & COLLECT APPROPRIATE INFORMATION	COLLECT & SUMMARIZE INTERNAL STATISTICAL INFORMATION	DEVELOP & MAINTAIN HANDBOOK OF FREQUENTLY USED SOURCES	SCHEDULE & ARRANGE FOR PREPARATION OF PRESENTATION	CO-ORDINATE, DEVELOP & ASSEMBLE REPORTS FROM A NUMBER OF SOURCES	EVALUATE & SELECT APPROPRIATE MATERIALS & FORMAT FOR PRESENTATION	PREPARE VISUAL AIDS FOR PRESENTATION

DICTA-TYPIST

EXECUTIVE & ADMINISTRATIVE SUPPORT	NAME _____			
		4	3	2
	CAN PERFORM THIS SKILL SATISFACTORILY AND CAN LEAD OTHERS IN PERFORMING IT.	CAN PERFORM THIS SKILL SATISFACTORILY WITH INITIATIVE AND ADAPTABILITY TO SPECIAL PROBLEM SITUATIONS.	CAN PERFORM THIS SKILL SATISFACTORILY WITH MORE THAN ACCEPTABLE SPEED AND QUALITY.	CAN PERFORM THIS SKILL SATISFACTORILY WITHOUT ASSISTANCE AND/OR SUPERVISION.
				1
				CAN PERFORM SOME PARTS OF THIS SKILL SATISFACTORILY BUT REQUIRES ASSISTANCE AND/OR SUPERVISION TO PERFORM THE ENTIRE SKILL.

Ratings on the chart are based on industrial performance standards. They are confirmed by an instructor (a skilled and experienced person from this occupation) who views and evaluates performance as he would in the role of an employer or supervisor.

Instruction

Date _____

A letter of reference attesting to the individual's attendance, punctuality, and work habits, is available from the Realist's office.

Developed by Holland College in cooperation with
business and industry

Prince Edward Island, February, 1980

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holland college

COMMUNICATE EFFECTIVELY & DEVELOP PERSONAL COMPETENCE	PROJECT IMAGE OF ROLE THROUGH DRESS, GROOMING, POISE & HYGIENE	DEVELOP SPEAKING SKILLS	DEVELOP LISTENING SKILLS	PREPARE & PARTICIPATE IN INTERVIEWS	EVALUATE PERSONAL NEEDS IN RELATION TO JOB OPPORTUNITIES	ORIENT SELF TO WORK ENVIRONMENT	INTERPRET & FOLLOW INSTRUCTIONS
ORGANIZE & PREPARE WRITTEN COMMUNICATION	SPELL	PUNCTUATE	CONFIRM SPELLING, MEANING & USAGE OF WORDS IN DICTIONARY & OTHER SOURCES	USE THESAURUS TO SELECT SYNONYMS & ANTONYMS	EDIT FOR SPELLING, PUNCTUATION, ACCURACY OF FACTS & FORMAT	EDIT FOR GRAMMATICAL STRUCTURE & MEANING	COMPOSE TELECOMMUNICATIONS
TYPE & TRANSCRIBE	TYPE FROM STRAIGHT COPY	CORRECT TYPEWRITTEN ERRORS	PREPARE CARBON COPIES	TYPE ADDRESSES & PREPARE ENVELOPES & CONTENTS	TYPE VARIOUS STYLES OF LETTERS	TYPE FROM PROOFREAD COPY	TYPE ON FORMS
OPERATE BUSINESS MACHINES	SELECT & INSTALL RIBBONS AND/OR ELEMENTS & MAINTAIN TYPEWRITERS	OPERATE PHOTOSTATIC COPIERS	OPERATE CHEQUE WRITERS	OPERATE LAMINATING EQUIPMENT	OPERATE COLLATING & BINDING EQUIPMENT	OPERATE ADDING MACHINES	OPERATE CALCULATORS
ORGANIZE & MAINTAIN CORRESPONDENCE & FILES	OPERATE COMPUTER INPUT TERMINALS	OPERATE MINI COMPUTERS	ATTACH RELATED MATERIALS TO INCOMING CORRESPONDENCE	CLASSIFY INCOMING MAIL IN ORDER OF IMPORTANCE	ORGANIZE & MAINTAIN CORRESPONDENCE RECORD	DETERMINE CLASS & POSTAGE OF MAIL	SELECT SERVICES, COMPLETE FORMS, EXPRESS MAILING
PERFORM BASIC BOOK-KEEPING FUNCTIONS	MAINTAIN TIME RECORD SYSTEM	MAINTAIN RECORDS OF CASH RECEIPTS	MAKE BUSINESS DEPOSITS	MAINTAIN RECORDS OF CASH DISBURSEMENTS	PREPARE PAYROLLS	REMIT PAYROLL DEDUCTIONS	PREPARE BUSINESS CHEQUES
ORGANIZE & MAINTAIN OFFICE ENVIRONMENT	ORGANIZE OWN WORK AREA & SCHEDULES	MAINTAIN EXECUTIVE OFFICE ENVIRONMENT	ORGANIZE EXECUTIVE'S OFFICE FOR DAY'S WORK	MAINTAIN MANUALS	ORDER & ORGANIZE SUPPLIES	TAKE & MAINTAIN INVENTORY	ORGANIZE, MAINTAIN & CONTROL PETTY CASH FUND
ASSIST IN MANAGING EXECUTIVE'S WORK	DETERMINE LIMITS OF AUTHORITY	INTRODUCE NEW CONTACTS TO EXECUTIVE & TO EACH OTHER	LOCATE CONTACTS & PLACE CALLS FOR EXECUTIVE	PREPARE EXECUTIVE'S SCHEDULE & RE-SOURCES & DISCUSS DAY'S ACTIVITIES	EVALUATE REQUESTS FOR EXECUTIVE'S TIME & TAKE ACTION	ARRANGE APPOINTMENTS	ARRANGE FACILITIES & MATERIALS FOR MEETINGS
SUPERVISE & DEVELOP STAFF	ASSIGN & DISTRIBUTE WORK TO STAFF	MONITOR TELEPHONE USAGE	CONDUCT ORIENTATION PROGRAMS	DESCRIBE JOB, FUTURE & POTENTIAL GROWTH TO APPLICANTS	SELECT AND/OR RECOMMEND PROSPECTIVE EMPLOYEES	INTERPRET ABILITY INTEREST & SET OBJECTIVES	CONDUCT PERFORMANCE EVALUATION INTERVIEWS
CO-ORDINATE, RESEARCH, & DEVELOP EXECUTIVE PRESENTATIONS	INVESTIGATE SOURCES & COLLECT APPROPRIATE INFORMATION	COLLECT & SUMMARIZE INTERNAL INFORMATION	DEVELOP & MAINTAIN HANDBOOK OF FREQUENTLY USED SOURCES	SCHEDULE & ARRANGE FOR PRESENTATION	CO-ORDINATE, DEVELOP & ASSEMBLE REPORTS FROM A NUMBER OF SOURCES	EVALUATE & SELECT APPROPRIATE MATERIALS & FORMAT FOR PRESENTATION	PREPARE VISUAL AIDS FOR PRESENTATION

EXECUTIVE & ADMINISTRATIVE SUPPORT

Name _____

CAN PERFORM THIS SKILL SATISFACTORILY WITH INITIATIVE AND ADAPTABILITY TO SPECIAL PROBLEM SITUATIONS.

4 CAN PERFORM THIS SKILL SATISFACTORILY WITH MORE THAN ACCEPTABLE SPEED AND QUALITY.

3 CAN PERFORM THIS SKILL SATISFACTORILY WITHOUT ASSISTANCE AND/OR SUPERVISION.

2 CAN PERFORM THIS SKILL SATISFACTORILY BUT REQUIRES PERIODIC ASSISTANCE AND/OR SUPERVISION.

1 CAN PERFORM SOME PARTS OF THIS SKILL SATISFACTORILY BUT REQUIRES ASSISTANCE AND/OR SUPERVISION TO PERFORM THE ENTIRE SKILL.

Ratings on the chart are based on industrial performance standards. They are confirmed by an instructor (a skilled and experienced person from this occupation) who views and evaluates performance as he would in the role of an employer or supervisor.

Instructor _____

Date _____

A letter of reference attesting to the individual's attendance, punctuality, and work habits, is available from the Registrar's office.

Developed by Holland College in cooperation with Business and Industry

Prince Edward Island, February, 1980

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STENOGRAPHER

COMMUNICATE EFFECTIVELY & DEVELOP PERSONAL COMPETENCE	PROJECT IMAGE OF ROLE THROUGH DRESS, GROOMING, POISE & HYGIENE	DEVELOP SPEAKING SKILLS	DEVELOP LISTENING SKILLS	PREPARE & PARTICIPATE IN INTERVIEWS	EVALUATE PERSONAL NEEDS IN RELATION TO JOB OPPORTUNITIES	ORIENT SELF TO WORK ENVIRONMENT	INTERPRET & FOLLOW INSTRUCTIONS
ORGANIZE & PREPARE WRITTEN COMMUNICATION	SPELL	PUNCTUATE	CONFIRM SPELLING, MEANING & USAGE BY USING DICTIONARY & OTHER SOURCES	USE THESAURUS TO SELECT SYNONYMS & ANTONYMS	EDIT FOR SPELLING, PUNCTUATION, GRAMMATICAL STRUCTURE & MEANING	COMPOSE TELECOMMUNICATIONS	
TYPE & TRANSCRIBE	TYPE FROM STRAIGHT COPY	CORRECT TYPEWRITTEN ERRORS	PREPARE CARBON COPIES	TYPE ADDRESSES & PREPARE ENVELOPES & CONTENTS	TYPE VARIOUS STYLES OF LETTERS	TYPE FROM PROOFREAD COPY	TYPE ON FORMS
OPERATE BUSINESS MACHINES	SELECT & INSTALL RIBBONS AND/OR ELEMENTS & MAINTAIN TYPEWRITERS	OPERATE PHOTOSTATIC COPIERS	OPERATE CHEQUE WRITERS	OPERATE LAMINATING EQUIPMENT	OPERATE COLLATING & BINDING EQUIPMENT	OPERATE ADDING MACHINES	OPERATE CALCULATORS
	OPERATE COMPUTER INPUT TERMINALS	OPERATE MINI COMPUTERS					
ORGANIZE & MAINTAIN CORRESPONDENCE & FILES	SORT & DISTRIBUTE INCOMING MAIL	OPEN DATE & INTERPRET CONTENT OF MAIL DIRECT TO APPROPRIATE PERSON	ATTACH RELATED MATERIALS TO INCOMING CORRESPONDENCE	CLASSIFY INCOMING MAIL IN ORDER OF IMPORTANCE	ORGANIZE & MAINTAIN CORRESPONDENCE RECORD	DETERMINE CLASSIFICATION & POSTAGE OF MAIL	SELECT SERVICES, COMPLETE FORMS & ARRANGE FOR EXPRESS MAILING
PERFORM BASIC BOOKKEEPING FUNCTIONS	MAINTAIN TIME RECORD SYSTEM	MAINTAIN RECORDS OF CASH RECEIPTS	MAKE BUSINESS DEPOSITS	MAINTAIN RECORDS OF CASH DISBURSEMENTS	PREPARE PAYROLLS	REMIT PAYROLL DEDUCTIONS	PREPARE BUSINESS CHEQUES
ORGANIZE & MAINTAIN OFFICE ENVIRONMENT	ORGANIZE OWN WORK AREA & SCHEDULES	MAINTAIN EXECUTIVE OFFICE ENVIRONMENT	ORGANIZE EXECUTIVE'S OFFICE FOR DAY'S WORK	MAINTAIN MANUALS	ORDER & ORGANIZE SUPPLIES	TAKE & MAINTAIN INVENTORY	ORGANIZE, MAINTAIN & CONTROL PETTY CASH FUND
ASSIST IN MANAGING EXECUTIVE'S WORK	DETERMINE LIMITS OF AUTHORITY	INTRODUCE NEW CONTACTS TO EXECUTIVE & TO EACH OTHER	LOCATE CONTACTS & PLACE CALLS FOR EXECUTIVE	PREPARE EXECUTIVE'S SCHEDULE & RE-SOURCES & DISCUSS DAY'S ACTIVITIES	EVALUATE REQUESTS FOR EXECUTIVE'S TIME & TAKE ACTION	ARRANGE APPOINTMENTS	ARRANGE FACILITIES & MATERIALS FOR MEETINGS
SUPERVISE & DEVELOP STAFF	ASSIGN & DISTRIBUTE TO STAFF	MONITOR TELEPHONE USAGE	CONDUCT ORIENTATION PROGRAMS	DESCRIBE JOB, FUTURE & POTENTIAL GROWTH TO APPLICANTS	SELECT AND/OR RECOMMEND PROSPECTIVE EMPLOYEES	INTERPRET ABILITY INTEREST & SET OBJECTIVES	CONDUCT PERFORMANCE EVALUATION INTERVIEWS
CO-ORDINATE, RESEARCH, & DEVELOP EXECUTIVE PRESENTATIONS	INVESTIGATE SOURCES & SELECT & COLLECT APPROPRIATE INFORMATION	COLLECT & SUMMARIZE INTERNAL STATISTICAL INFORMATION	DEVELOP & MAINTAIN FREQUENTLY USED SOURCES	SCHEDULE & PREPARE FOR PRESENTATION	CO-ORDINATE, DEVELOP & RESEMBLE REPORTS FROM NUMBER OF SOURCES	EVALUATE & SELECT APPROPRIATE MATERIALS FOR PRESENTATION	PREPARE VISUAL AIDS FOR PRESENTATION

EXECUTIVE & ADMINISTRATIVE SUPPORT

Name _____

4 CAN PERFORM THIS SKILL SATISFACTORILY WITH INITIATIVE AND ADAPTABILITY TO SPECIAL PROBLEM SITUATIONS.

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Ratings on the chart are based on industrial performance standards. They are confirmed by an instructor (a skilled and experienced person from this occupation) who views and evaluates performance as he would in the role of an employer or supervisor.

Instructor _____

Date _____

A letter of reference attesting to the individual's ability, work habits, and work habits, is available from the Registrar's office.

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SECRETARIAL

COMMUNICATE EFFECTIVELY & DEVELOP PERSONAL COMPETENCE	PROJECT IMAGE OF ROLE THROUGH DRESS, GROOMING, POISE & HYGIENE	DEVELOP SPEAKING SKILLS	DEVELOP LISTENING SKILLS	PREPARE & PARTICIPATE IN INTERVIEWS	EVALUATE PERSONAL NEEDS IN RELATION TO JOB OPPORTUNITIES	ORIENT SELF TO WORK ENVIRONMENT	INTERPRET & FOLLOW INSTRUCTIONS
ORGANIZE & PREPARE WRITTEN COMMUNICATION	SPELL	PUNCTUATE	CONFIRM SPELLING, MEANING & USAGE BY USING DICTIONARY & OTHER SOURCES	USE THESAURUS TO SELECT SYNONYMS & ANTONYMS	EDIT FOR SPELLING, PUNCTUATION, ACCURACY OF FACTS & FORMAT	EDIT FOR GRAMMATICAL STRUCTURE & MEANING	COMPOSE TELECOMMUNICATIONS
TYPE & TRANSCRIBE	TYPE FROM STRAIGHT COPY	CORRECT TYPED WRITTEN ERRORS	PREPARE CARBON COPIES	TYPE ADDRESSES & PREPARE ENVELOPES & CONTENTS	TYPE VARIOUS STYLES OF LETTERS	TYPE FROM PROOFREAD COPY	TYPE ON FORMS
OPERATE BUSINESS MACHINES	SELECT & INSTALL RIBBONS AND/OR ELEMENTS & MAINTAIN TYPEWRITERS	OPERATE PHOTOSTATIC COPIERS	OPERATE CHEQUE WRITERS	OPERATE LAMINATING EQUIPMENT	OPERATE COLLATING & BINDING EQUIPMENT	OPERATE ADDING MACHINES	OPERATE CALCULATORS
	OPERATE COMPUTER INPUT TERMINALS	OPERATE MINI COMPUTERS					
ORGANIZE & MAINTAIN CORRESPONDENCE & FILES	SORT & DISTRIBUTE INCOMING-MAIL	OPEN DATE & TYPEWRITING CORRESPONDENCE DIRECT TO APPROPRIATE PERSON	ATTACH RELATED, ATTACHMENTS TO INCOMING CORRESPONDENCE	CLASSIFY INCOMING MAIL IN ORDER OF IMPORTANCE	ORGANIZE & MAINTAIN CORRESPONDENCE RECORD	DETERMINE CLASS & POSTAGE OF MAIL	SELECT SERVICES, COMPLETE FORMS, & ARRANGE FOR EXPRESS MAILING
PERFORM BASIC BOOKKEEPING FUNCTIONS	MAINTAIN TIME RECORD SYSTEM	MAINTAIN RECORDS OF CASH RECEIPTS	MAKE BUSINESS DEPOSITS	MAINTAIN RECORDS OF CASH DISBURSEMENTS	PREPARE PAYROLLS	REMIT PAYROLL DEDUCTIONS	PREPARE BUSINESS CHEQUES
ORGANIZE & MAINTAIN OFFICE ENVIRONMENT	ORGANIZE OWN WORK AREA & SCHEDULES	MAINTAIN EXECUTIVE OFFICE ENVIRONMENT	ORGANIZE EXECUTIVE'S OFFICE FOR DAY'S WORK	MAINTAIN MANUALS	ORDER & ORGANIZE SUPPLIES	TAKE & MAINTAIN INVENTORY	ORGANIZE, MAINTAIN & CONTROL PETTY CASH FUND
ASSIST IN MANAGING EXECUTIVE'S WORK	DETERMINE LIMITS OF AUTHORITY	INTRODUCE NEW CONTACTS TO EXECUTIVE & TO EACH OTHER	LOCATE CONTACTS & PLACE CALLS FOR EXECUTIVE	PREPARE EXECUTIVE'S SCHEDULE & RE-SOURCES & DISCUSS DAY'S ACTIVITIES	EVALUATE REQUESTS FOR EXECUTIVE'S TIME & TAKE ACTION	ARRANGE APPOINTMENTS	ARRANGE FACILITIES & MATERIALS FOR MEETINGS
SUPERVISE & DEVELOP STAFF	ASSIGN & DISTRIBUTE WORK TO STAFF	MONITOR TELEPHONE USAGE	CONDUCT ORIENTATION PROGRAMS	DESCRIBE JOB, FUTURE & POTENTIAL GROWTH TO APPLICANTS	SELECT AND/OR RECOMMEND PROSPECTIVE EMPLOYEES	INTERPRET ABILITY, INTEREST & SET OBJECTIVES	CONDUCT PERFORMANCE EVALUATION INTERVIEWS
CO-ORDINATE, DEVELOP, & PRESENT EXECUTIVE PRESENTATIONS	INVESTIGATE SOURCES & SELECT APPROPRIATE INFORMATION	COLLECT & SUMMARIZE INTERNAL STATISTICAL INFORMATION	DEVELOP & MAINTAIN FREQUENTLY USED SOURCES	SCHEDULE & ARRANGE FOR PREPARATION OF PRESENTATION	CO-ORDINATE, DEVELOP & ASSEMBLE REPORTS FROM A NUMBER OF SOURCES	EVALUATE & SELECT APPROPRIATE MATERIALS FOR PRESENTATION	PREPARE VISUAL AIDS FOR PRESENTATION

THIS BACKGROUND PAPER IS AVAILABLE FOR
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